

Course Description

MEDD8913 Educational Leadership for Equity and Social Justice

Course description	
<p>The course examines theories and issues of educational leadership and explores ways in which school leaders can enhance educational equity and social justice. Participants are expected to demonstrate an in-depth understanding of the concept of equity and leadership and how school leaders can effectively perform their roles in addressing distinct needs of diverse students. Educational leaders have the duty and responsibility to create school organisations that are culturally relevant and socially just to ensure their students' positive and equitable schooling experiences and learning. In addition to basic sociological concepts and theories of social and educational inequalities, students in this course will explore various normative challenges of leadership in the context of education and other areas of professional life. The course will emphasise the participants' ability to be reflective about the implications of theory for the practice of leadership, including knowledge, behaviors, values, and skills needed to foster equity and social justice in schools.</p>	
Course objectives	
<p>This course aims to</p> <ul style="list-style-type: none">• To familiarize students with class and contemporary scholarship in the area of educational leadership for equity and social justice;• To prepare students to be able to read, interpret, and critically evaluate empirical data and adapt foundational ideas in light of contemporary educational inequality issues and personal value systems; and• To prepare students to be reflective about the implications of theory for the practice of leadership, including knowledge, behaviors, values, and skills needed to foster equity and social justice in schools.	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Understand classic and contemporary scholarships in the area of educational leadership and school improvement for equity and social justice	PLOs 1, 2, 3
2. Apply a conceptual understanding to evaluate and analyze contemporary educational inequality issues and practices in diverse contexts	PLOs 1, 2, 3
3. Explore major sociological leadership notions for equity and social justice, including intersectionality, transformational leadership, culturally responsive leadership, and social justice leadership	PLOs 1, 2, 3
4. Read, interpret, and critically evaluate empirical data, outcomes, and interpretations found in educational studies in relation to equity and social justice	PLOs 1, 2, 3
5. Demonstrate their awareness and abilities in applying the concepts and theories of leadership for equity and social justice to their own leadership context	PLOs 1, 2, 3
Course assessment methods	
<ul style="list-style-type: none">• Attendance and participation• Group presentation• Individual essay	
Course content and topics	
<ul style="list-style-type: none">• Identifying equity issues – Class and poverty• Identifying Equity Issues – Ethnicity, language, and culture• Identifying Equity Issues – Disability and Special Educational Needs (SEN) students• Identifying Equity Issues – Gender, Sexuality, and Intersectionality• Leadership Theory and Practice	

- to Enhance Equity and Social Justice – Culturally Responsive Leadership Theory and Practices
- Leadership Theory and Practice to Enhance Equity and Social Justice – Social Justice Leadership Theory and Practices

Required / recommended readings and online materials

To be advised during classes

Other additional course information

Nil